Choice Based Credit System: Approaches Input & Output

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In India, most of the support for the system of higher education comes through government sources, i.e. from the public, therefore, it should be designed providing the needs of the learner and satisfied the demand of the society and thus making accountable through continuous scrutiny. In any educational organization teaching, learning and evaluation process from the central core of its working. In the university system, while teaching and evaluation process of the educational plans are faculty headed, the studying is student oriented. Traditionally, the teaching elements of the higher educational system are managed by the faculty, videlicet. Professors, Readers and Lecturers, and the evaluation element has been the responsibility of the Controller of Examinations of an institution. Nonetheless, the system is asymmetric, since the teacher who teaches the subject is not allowed to evaluate the students for whom the teaching is conducted.

The teacher then would not know how the students fared in assimilating the quantum of knowledge transmitted. The students consider that the evaluation of examination papers through the Controller of Examinations is difficult operation. Generally, the concerned student is not allowed to see his or her own performance in the examination system, once the answer script has been submitted. The student is never allowed to compare his or her performance in relation to his or her own classmates, taking the same examination. Traditionally marks are given as a performance index in the examination and based on the absolute interruption marking contrast. Such as, a student securing 60% marks is placed in the 1st division, although a 20% difference in the marks allotted is an accepted norm in an evaluation process. Moreover, the traditional system of higher education is not having the required potentials, providing the needs of the students and meeting the manpower necessitates of the varying and ambitious trends of the society.

Credit System

Meeting the course requirements of the department is believed to be eligible for granting respective degree. One teaching time period means 50 minutes of teaching with extra 10 minutes for discussions, clarification and other activities. Core course necessities should be met by a student as clarified by the department. The system grants the students to have their own options in choosing the soft core courses and no choice in the hard core courses for a given program. The system permits the students to plan their programs by taking choice from a wide variety of courses available. Student is provided with suitable time table and availability of choice.

Grading System

The credit system assures compatibility in their grading for different courses and disciplines. The grades are given instead of marks for compatibility in assessment. The ascertaining and declaring of results are done at the department level. The grading system allows the teacher to know the deservingness of the students more accurately in the system, 50% weightage for uninterrupted assessment and 50% weightage for the end-semester examinations are given. The continuous appraisal consists of, at least, two engrossed examinations of the session. The course and examination schedules for the semester (session

and final) are issued at the starting of the semester. The system allows the students to inspect their answer papers after evaluation and declaration of results. The end-semester question paper setting and evaluation of answer scripts are done with the support of the external examiners. The setting of the board of inspectors and the list of finalization are done by the Departmental Program Advisory Committee. The lists of qualified examiners for the ascertaining of the papers are suggested by the concerned educators. The system allows the departments to have 100% internal evaluation. Such as, the department of English of the university is being switched to completely internal evaluation system.

The students securing more than 70 will be placed in 1st class category and students securing more than 95 will be awarded merit. There is provision for writing re-examination for the students who have availed medical leave during the time of the examinations. Since the students are allowed to check their answer papers of all the examinations, it is assumed that there would be no equivocalness in awarding marks and grades. The university displays a Grade Card at the beginning of each semester containing the Grade Point Average (GPA) of the previous semester and Cumulative Grade Point Average (CGPA). Any particular complaint regarding evaluation of a course is received by the academic administration, it is the responsibility of the administration to look at case and try to solve it. The students were given term paper, seminar paper, tests and model examination other than the last examination for the intention of continuous evaluation.

Decision Input, Throughput and Output Approach

The execution of Choice Based Credit System, a new pattern of teaching, learning and evaluation process, in Dr. BAMU, Aurangabad, Maharashtra and the pattern of rules and regulations and application of the same in the academic administration, have been studied by decision input, decision throughput and output approach. Decision input includes the components, forces and patterns and rules which regulate in taking better decisions. Decision throughput is related with the academic and administrative procedure through which the decision input gets change into the decision output. Decision output is the result which emerges out of all the above procedure.

Decision input

The components, forces and patterns and rules which influence in farming decisions to implement the Choice Based Credit System in higher educational institutions are the different apex bodies of the state and central governments and funding agencies, through which the academic programs of the institutions are regulated, established and alleviated. They are University Grants Commission, State Council of Higher Education, All India Council of Technical Education, Department of Education, Bio-technology, Department of Science and Technology, Department of Environment, Indian Council of Social Science Research, Medical Council of India, Indian Council of Agriculture Research and so on. The social, economic and institutional factors such as the general percepts about the manpower needs of the society, demands of various social welfare associations, pressure groups of various kinds both in the institution, change and challenging trends of the society and the given set of goals and objectives, acts, statutes, Ordinances and Rules and Regulations of the university play the role of input in forming the decision.

Decision Throughput

Decision throughput is concerned with the process of applying the decisions through which the decision input gets changed into the decision output. The administrative pattern of the university operates in two structural arrangements on parallel basis. One regards the line relationship given out from the office of the chief executives such as the Vice Chancellor, Directors, Deans, Heads of Departments, Registrar, Finance Officer and Controller of Examinations and other middle lower level officials; another is various decision making authorities giving out from the mixture of administrators, faculty, educationists

and political representatives. The distinct type of structural arrangements, the dissemination of authorities and powers assigned to the executives, the availability of man and material resources. Operational competencies of the force and effectiveness of the system and lie preparation of necessary central facilities are showing some of the unique problems while applying the decisions at respective levels. The various decisions of the authorities on the courses to be learned, books to be bought, research programs to be accepted, students to be admitted in different courses, finance to be distributed, committees to be appointed, nature of functions to be defined and type of office staff to be entrusted with the responsibilities to be carried out their duties are expected to guarantee the smooth functioning of the university. The successful execution of the decision depends basically on the efficient and intelligent group of staff who handle the existing process of delegation, communication, hierarchy and co-ordination in the university.

Decision Output

Decision output is associated with the result which comes out of all the newer process for implementing the decision. The formation of plans are relating to the different activities of the teaching, learning, evaluation and research process of the educational organizations. In profit-making business organizations, the effects of the decisions are assessed by the consumers and customers. Whereas the non-profit making organizations like educational institutions assess its own output and the level of knowledge gave to the students through the existing examination systems. There are hardly any other organizations except educational institution which assess its own output before selling it in the market.

Function of Choice Based Credit System

In accordance with the rules of the Choice Based Credit System, every student, when admitted to the university, is attached to a faculty advisor who acts as a local guardian under the Choice Based Credit System, as far as academic matters are concerned. The consultant advises the students on the courses to be taken in each semester, supports the students to adjust to the new educational environment and generally looks after the benefit of the students in planning their careers. The operation of the Choice Based Credit System makes the personal guidance and advising of the student as an important dimension in the campus life of the university. At the beginning of the semester, the faculty consultants provide information concerning to the title of the courses, number of credits that can be taken, course content, Suggested reading materials, mode of internal assessment and semester examinations, teaching, learning, evaluation, credit and grading system . At the end of the semester, again, the consultants review the information as to how the course was taught during the semester, what were the troubles found and other details for assessment. This information constitutes the teachers feedback, which is used for reviewing the syllabus. Curriculum review also takes into consideration of the response of the students to the course, achievement of the target, the accessibility of reading materials and other support services. The guidelines of the Choice Based Credit System provide closer interaction between the faculty consultants and students, transparency in valuation system and diffusion of knowledge which are required at the highest level.

Conclusion

The conclusions including overcoming the restraints and restrictions are arrived at, and generalized by taking into consideration of the application aspect, based on the analysis of the support available on the Choice Based Credit System, patterns and rules, and interaction with the teaching and non-teaching officials and students through the well-designed, tested and designed interview schedules.

The implementation of the system in the university is in accordance with the objectives as defined by the Act of Parliament: No.53, adopted in 1985. The objects of the university is to diffuse and advance knowledge by providing instructional and research facilities in the branches of learning languages,

integrated humanity and science courses in the educational programs and to make proper measures for encouraging interdisciplinary studies and research in the university. The new system is expected to satisfy the complex needs of the modern society which is in the process of conversion from ancientness to a higher level of modernity, modified and challenge. The system is expected to keep step with the changing educational setting and quenching the knowledge of extremely desirous and talented students at the national and international levels.

The system is basically student and teacher based and the students and teachers are allowed to enjoy academic freedom of framing their own modern courses in conformance with their wide range of experience and knowledge. The selected courses through the Departmental Program Advisory Committee, departments and centers are placed in the Board of Studies and Academic Council for approval and are expected to cultivate with necessary modifications and suggestions, keeping on touch with the changing and challenging educational and technological trends of the society every now and then. The differentiation between the hard and soft cores and elective subjects is unparalleled in features. The idea of encouraging students of one department to select any other courses from various other departments as elective not only extend the intellectual horizon of the students but also establish the integral part of the interdisciplinary culture. The close interaction between the faculty and students, transparency in the evaluation system and redressal of grudge are not practiced in reality and ultimately the students have to be at the clemency of the teachers in many departments.

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